PRE-SYNOPSIS OF THE THESIS TITLED

Challenges and Issues of Differently Abled School Children in Relation to Physical Education and Sports Participation in Coastal Area of Karnataka

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LIST OF ABBREVIATIONS

WHO : World Health Organization

UN : United Nations

UNCRPD : United Nations Convention on the Rights of Persons with Disabilities

RPWD : Rights of Persons with Disabilities

PWD : Persons with Disabilities

df : Degree of Freedom

IDD : Intellectual and Developmental Disability

NOTATIONS

p-value : Significance Level

B : Beta Coefficient

t : t- Statistics

F : F- Statistics

Z	: Z Test Value
Sig.	: Significant
χ^2	: Chi-Square Test
F	: F- Statistics
H	: Hypothesis
H0	: Null Hypothesis
H1	: Alternative Hypothesis
0.01	: 1 % Level of Significance
0.05	: 5 % Level of Significance
N	: Number of Observations
%	: Percentage
Post Hoc	: Statistics
R	: Correlation
S.E.	: Standard Error
C.R.	: Critical Ratio
S. Estimate	: Standardized Estimate
U. Estimate	: Unstandardized Estimate

1. INTRODUCTION

Physical education and sports play a typical role in the lives of the whole community and for people with disabilities, the same as they can for people without disabilities. They include play, exercise, recreation, and organized, and non-organized competitive games that contribute to physical fitness, mental well-being, and social interactions. There is a wealth of evidence to support participation in sports and physical activity for people with disabilities concerning trends, barriers, and benefits of participation. In developing countries people with disabilities often face barriers to participating in sports and physical education activities, these may include complex issues like attitudes towards differently abled, traditional and religious beliefs, and physical education systems, i.e., the curriculum designed for each level, access to sporting infrastructure including services, facilities, and equipment. Byrne and Hills (2007) explained that the foundation for motor learning in children and the subsequent development of progressively more complex skills occurs during the early years of life. It is during this time

that an individual who is physically more active is more likely to have the opportunity to refine their motor skills. It is through active play that children develop fundamental movement patterns, such as crawling, standing, walking, running, and jumping. Children who have restricted physical activity may jeopardize their skill Development and body composition due to a lower level of energy expenditure. As scholars suggest, movement is essential in the exploration of the child's physical capabilities and surrounding environment. Much enjoyment is experienced by children while participating in progressively more vigorous and physically challenging activities.

There is a perception by persons in the public that differently-abled refers to persons who are in a wheelchair; however, in reality the number of persons in a wheelchair is small. Most disabilities are invisible to the public because they are neuromuscular, cardiovascular, chronic respiratory, and/or mental disorders. The term differently abled is any physical or mental condition that limits a person's movements, senses, or activities. It is conventionally used to refer to attributes that are severe enough to interfere with, or prevent, normal day-to-day activities. According to the UN Convention on the Rights of Persons with Disabilities, "persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others." Disabilities can be permanent, temporary, or episodic/periodic. They can affect people from birth, or be acquired later in life through injury or illness.

Everyone in society may experience differently abled at some point in their existence. Differently abled is a normal part of the human experience, and people with disabilities are part of all sectors of the community: men, women, and children; indigenous and non-indigenous; employers and employees; students and teachers; consumers and citizens. Differently abled begin with impairment, which leads to being differently-abled which leads to handicap. As (WHO, 1980) defined the terms, "Impairment: is any loss or abnormality of psychological, physiological, or anatomical, or other genetic or environmental agents; Differently abled: refers to any restriction or lack of ability to perform an activity in the manner or within the range considered normal for human being; and finally Handicap: mean a disadvantage for a given individual that limits or prevents the fulfilment of a role that is normal depending on age, sex, and social and cultural factors for that for differently abled. Differently abled is both a social and individual problem. Primarily it is a social problem because what stops the individual disabled person from contributing is the attitude of non-disabled persons towards him or her.

After India signed and ratified the UNCRPD in 2007, the process of enacting a new legislation in place of the Persons with Disabilities Act, 1995 (PWD Act, 1995) began in 2010 to make it compliant with the UNCRPD. After series of consultation meetings and drafting process, the Rights of PWD Act, 2016 (RPWD Act, 2016) was passed by both the houses of the Parliament. It was notified on December 28, 2016 after receiving the presidential assent (RPWD Act, 2016 Gazette of India). Principles stated to be implemented for empowerment of persons with disabilities (PWD) are respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons. The Act lays stress on non-discrimination, full and effective participation and inclusion in society, respect for difference and acceptance of disabilities as part of human diversity and humanity, equality of opportunity, accessibility, equality between men and women, respect for the evolving capacities of children with disabilities, and respect for the right of children with disabilities to preserve their identities. The principle reflects a paradigm shift in thinking about disability from a social welfare concern to a human rights issue (Narayan and John, 2017).

According to World Bank report approximately 600 million people, or 10% of the world's population, have a differently abled, and 80% of these people live in developing nations. If families of persons with disabilities are included, at least 25% of the world is directly affected by differently abled.

Differently abled is a socially constructed term that reflects an error in the thinking process of the society. The person with polio does not have a problem; the problem is rather with the building which prevents the wheel-chair from getting inside or with the cab that is not manufactured to accommodate the wheel-chair. The society considers a person to be disabled just because he or she requires a wheel chair and a ramp to move around or a hearing aid to hear etc. Differently abled lies in the mind and not in the body. It is not an inability. The incapacity to hear or speak or walk or see cannot be an impediment on the path to education and empowerment. But realism is served on a platter of bitterness. People with disabilities are a valuable part of the society. They, in fact, continue to be marginalized, discriminated against, abused, and undergo undue hardships. Systematic abuse and atrocities against people with disabilities continue to be rampant in society at large. Differently abled are conceptualized as a multi-dimensional experience for the person involved. There may be effects on the organs or body parts and there may be effects on a person's participation in the day-to-day life. There is the evidentiary interplay between differently abled and social attitudes; family being the foremost. Family is the fundamental unit of society hence, the role of the family becomes poignant. The family which has a disabled member experiences intolerance on a regular basis,

in all public places and occasions. The entire family becomes crippled and socially ostracized. Society adheres to the presumption--a disabled child means a disabled family. Disabled persons are the glaring examples of double victimization. They are victims, firstly, at the hands of destiny when differently-abled befall them; secondly, at the hands of the cruel and unkind society. Disabled persons are tormented again and again. It is the society, composed of non-disabled persons, that erects barriers impenetrable between them and disabled persons. The foundations of these barriers are intensely rooted in sociocultural values. In order to create an inclusive society, the non-disabled community should be sensitized toward the disabled community. All that is needed is acceptance and the same chances as others.

2. CHALLENGES AND ISSUES OF DIFFERENTLY ABLED CHILDREN

2.1 Health

A large number of disabilities are preventable, including those arising from medical issues during birth, maternal conditions, malnutrition, as well as accidents and injuries. However, the health sector especially in rural India has failed to react proactively to disability Further there are lack of affordable access to proper health care, aids and appliances Healthcare facilities and poorly trained health-workers in rehabilitation centres is another concern.

2.2 Education:

The education system is not inclusive. Inclusion of children with mild to moderate disabilities in regular schools has remained a major challenge. There are various issues such as availability special schools, access to schools, trained teachers, and availability of educational materials for the disabled. Further, reservations for the disabled in higher educational institutions have not been fulfilled in many instances.

2.3 Employment:

Even though many disabled adults are capable of productive work, disabled adults have far lower employment rates than the general population. The situation is even worse in the private sector, where much less disabled are employed Accessibility: Physical accessibility in buildings, transportation, access to services etc still remain a major challenge.

2.4 Discrimination/Social Exclusion:

Negative attitudes held by the families of the disabled, and often the disabled themselves, hinder disabled persons from taking an active part in the family, community or workforce. Differently-abled people face discrimination in everyday life. People suffering from mental illness or mental retardation face the worst stigma and are subject to severe social exclusion.

2.5 Inadequate data and statistics

The lack of rigorous and comparable data and statics further hinders inclusion of persons with disabilities. The major issues with collection of data and measuring disability are Difficult to define disability Coverage: Different purposes require different disability data Reluctance in reporting disability as disability is considered to be a stigma in many places/societies Poor implementation of policies and schemes hinders the inclusion of disabled persons. Though various acts an Issues and d schemes have been laid down with an aim to empower the disabled, their enforcement face many challenges.

3. OPERATIONAL DEFINITION OF THE TERMS

Differently abled

Differently Abled is often described in terms of a lack of normal functioning of physical, mental, or psychological processes. It is also defined as learning difficulties or difficulties in adjusting socially, which interfaces with a person's normal growth and development.

"Differently abled" is a term used to describe individuals who have disabilities or impairments, but who may possess different abilities or strengths that may not be immediately apparent or recognized in traditional measures of ability. This term is considered more inclusive and respectful than the older term "disabled" or "handicapped," as it emphasizes the unique abilities and potential of individuals rather than focusing solely on limitations or challenges.

Differently abled children

"Differently abled children" is a term used to describe young individuals who have disabilities or impairments, but who also possess unique abilities and strengths that may not be immediately apparent or recognized in traditional measures of ability. This term is considered more inclusive and respectful than older terms like "disabled" or "handicapped," as it emphasizes the diverse range of skills, talents, and potential that these children have.

Differently abled in sports

Para sports are sports played by people with differently abled, including physical and intellectual disabilities. Some par sports are forms of adapted physical activities from existing able-bodied sports, while others have been specifically created for persons with a differently abled and do not have an able-bodied equivalent.

"Differently abled" in the context of sports refers to individuals who have disabilities or impairments, but who possess unique abilities that allow them to participate in sports and physical activities. These individuals may excel in sports specifically adapted or modified to

accommodate their abilities. The term emphasizes the different but valuable skills and talents that people with disabilities bring to the world of sports.

Sports for differently abled individuals are often categorized as "adaptive sports" or "para-sports." These are athletic activities that have been altered or designed to ensure that individuals with various disabilities can compete on a level playing field. This might involve modifications to equipment, rules, or playing environments to accommodate the specific needs of participants.

Challenges

The situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability: Finding a solution to this problem is one of the greatest challenges faced by scientists today. It's going to be a difficult job but I'm sure she'll rise to the challenge.

Differently abled challenges

"Differently abled challenges" refers to the specific difficulties, obstacles, or limitations that individuals with disabilities or impairments may face in various aspects of life. These challenges can vary widely depending on the nature and severity of the disability, as well as the social and environmental context. The term "differently abled challenges" is used to acknowledge that individuals with disabilities have their own unique set of hurdles to overcome, but it also emphasizes their abilities and potential.

Rights of Person with Disability (RPWD).

The rights of persons with disabilities refer to the fundamental entitlements and protections that ensure equal treatment, inclusion, and participation for individuals with disabilities in all aspects of life. These rights are intended to safeguard the dignity, autonomy, and well-being of persons with disabilities, and they are enshrined in various international and national legal frameworks.

Physical Disability is any impairment which limits the physical function of one or more limbs or fine or gross motor ability. For the purpose of this paper, physical disability refers to those students whose Orthopaedic, visual, and hearing limitations affect their participation in

Physical Education sports Participation

Physical Education and Sports Participation for Disability refers to the provision of inclusive physical education and sports opportunities for individuals with disabilities. It involves adapting and modifying physical education curricula and sports programs to accommodate the unique needs and abilities of people with various disabilities. The goal is to promote physical

fitness, skill development, social inclusion, and overall well-being for individuals with disabilities through physical activity.

Issue of differently abled

The term "Issue of Differently Abled" refers to the challenges, barriers, and concerns faced by individuals who have disabilities or impairments. It encompasses a wide range of areas in which individuals with disabilities may encounter difficulties or limitations due to physical, sensory, cognitive, or other types of impairments.

Physical education: is the integral part of total educational process that enhances and integrates physical, social and mental aspects of individuals' life through directed physical activities. Physical education, often abbreviated as "PE," is an educational discipline that focuses on the development and improvement of physical fitness and motor skills through structured physical activities and exercises. It is a component of the school curriculum designed to promote the physical, mental, and social well-being of students. Physical education encompasses a wide range of activities and objectives

Sports

Sports refer to organized physical activities or games that involve skill, competition, and adherence to specific rules and regulations. These activities are often played for entertainment, exercise, or competition and can encompass a wide range of athletic disciplines. Sports can be individual or team-based and may involve physical exertion, strategy, coordination, and sometimes mental acumen. Is competitive physical activity between team and individual opponents that is governed by a rules and regulations.

Social support

Social support is a term used to describe the 'comfort' created by friends, family, group, community, institution and significant others, which helps people in coping with various life challenging situations. Social support involves conveying a feeling of value, worth and acceptance towards the individuals. We have formal and informal social supports: formal social support may include support from the church, social club and other organization or institutions, while the informal support includes support from the families and friends.

Family support

Family support is the support of families with a member with a disability, which may include a child, an adult, or even the parent in the family. In the United States, family support includes "unpaid" or "informal" support by neighbours, families, and friends, "paid services" through specialist agencies providing an array of services termed "family support services", school or parent services for special needs such as respite care, specialized child care or peer companions,

or cash subsidies, tax deductions or other financial subsidies. Family support has been extended to different population groups in the US and worldwide. Family support services are currently a "community services and funding" stream in New York and the US which has had variable "application" based on disability groups, administrating agencies, and even, regulatory and legislative intent.

Teacher's support

Teacher support for disabled children refers to the specialized assistance, resources, and accommodations provided to educators to enable them to effectively teach and support students with disabilities. This support is designed to address the unique learning needs, challenges, and abilities of disabled children, ensuring that they have equal access to quality education and opportunities for success.

Parents support

Parent support refers to the assistance, guidance, and resources provided to parents or caregivers in order to help them effectively nurture and care for their children. It encompasses various forms of aid and encouragement aimed at promoting the well-being, development, and overall success of the child. Parent support can come from a variety of sources, including family members, community organizations, educational institutions, and professional services.

Physically differently-abled

A physically differently-abled individual is someone who experiences limitations or challenges in their physical functioning due to a disability. This disability could be congenital (present from birth) or acquired later in life due to injury, illness, or a medical condition. The term "differently-abled" is often used to emphasize the unique abilities and strengths of individuals with disabilities, rather than focusing solely on their limitations.

Visual impairment

Visual impairment refers to a condition where a person's eyesight is significantly limited, making it difficult to perform everyday tasks that require clear vision. It can range from mild visual impairments to complete blindness. Visual impairments can be caused by various factors, including eye diseases, injuries, or congenital conditions.

Hearing impairment

Hearing impairment, also known as hearing loss, refers to a partial or total inability to hear sounds. It can range from mild to profound and can affect one or both ears. Hearing impairment can be present at birth (congenital) or acquired later in life due to various factors, including age, noise exposure, injury, or illness.

Coastal area of Karnataka

The coastal area of Karnataka stretches along the Arabian Sea for approximately 320 kilometres. It is known for its beautiful beaches, lush greenery, and vibrant culture. Some of the prominent coastal districts in Karnataka include Uttara Kannada, Udupi, and Dakshina Kannada.

4. THE IMPORTANCE OF DIFFERENTLY ABLED

An individual's differently abled can play a major role in his/her life: whether it's positive or negative. But overcoming the challenges and developing confidence is vital and admirable. As a society, it is our utmost duty to allow people with disabilities to experience the life they deserve. We are all different but very much alike at the same time.

The importance of differently abled awareness has been given prominence over the recent decades, making it easier for people with disabilities to develop empathy for one another. One-fifth of the estimated global total, or between 110 million and 190 million people, experience significant disabilities". It is also stated that people with disabilities are more likely to experience a discriminatory attitude in the prevailing fields of education, health, social economy, employment, and justice.

Furthermore, differently abled awareness signifies educating the society regarding differently abled and how we as an individual can bring about the necessary changes. Learning acceptance is fundamental to having an understanding approach to the differently abled awareness which hence can take place anywhere such as at home, school, workplace, health institutes, etc. However, we often see discrimination towards people with disabilities and that can lead to the outcomes for communities as a whole. Therefore, for a better future, we must try to minimize the discriminating culture and promote differently abled awareness through platforms for each and every individual, so that the foundations of empathy originate and helps in breaking social barriers.

Nowadays, we see communities changing and accepting diversity which helps in making our work easy. All India Council for Technical Education Impact firmly believes in creating opportunities and forming modules that aid people with disabilities in establishing confidence and relying on self-learning methodologies.

"Differently abled awareness programs are influential to the overall environment of a school. Differently abled awareness in schools is extremely important because it educates students so they may become better citizens (Lindsay & McPherson, 2011). Researchers have found that differently abled awareness programs at schools have led young children to gain empathy and

have positive attitudes. This particular attitude then further grows in an individual, making them better citizens as they mature. Another great aspect of differently abled awareness at school is that the classrooms are more inclusive and diverse which allows a student to learn more from his/her peers.

"Many outside influences shape a child's attitude. They may develop ideas about diversity, life, and people from home, peers, and life experiences but school plays an important role in developing attitudes. School is the place where students learn surrounded by other people with many differences. At school, students should learn to be accepting, understanding, and friendly" (Rillotta & Nettlebeck, 2007).

5. IMPORTANCE OF SPECIAL EDUCATION

Every child has the right to the same opportunities as others, regardless of the difficulties they face. Special education is of great importance for children with learning disabilities, because it gives them the opportunity to get quality education in line with their unique needs. Special education enables every student to gain a high level of independence and reach their full potential. According to UNICEF, about 93 million children around the world have been diagnosed with some form of differently abled. Over 50% of that number does not attend school at all, which robs them of the right to a better life. Aware of the importance of special education, countries around the world have developed different systems aimed at improving child care, education, and the quality of life in general. To achieve that goal, various laws have been passed to adequately address and solve the problems of children with special needs.

6. REVIEW OF RELATED LITERATURE

Naseer *et al.*, (2023) this study was conducted to Psychological Problem Potential Solution of Children with Physical Disabilities: Analysis of Teachers Perspective. This research was descriptive in its nature. In this study the total sample consist 260 Senior and Junior Teachers of special education, Educator, Psychologist, Speech Therapist, Private teachers, working with physically handicapped children. It was concluded that the solutions proved helpful to minimize the level of psychological problems the children who have physical disabilities. The results reflect that according to the teachers of children with physical disabilities, the usage of solution played a positive role for the children who have physical disabilities. Services of the professionals such as, Senior and Junior Teachers of special education, Psychologist should provide in the all institutions of physically disabled children

Howe and Coatesa (2022) the study were recommended research examining the role of parenting in mainstream sporting environments is well developed but little attention has been focused upon parents of young athletes with disabilities. Parents are often a silent workforce in enabling the engagement of young people in competitive sport. In the case of young athletes with parasport aspirations, parenting brings with it added complexity, both practically and psychologically. Thus, it is necessary to understand the experiences of these parents so appropriate support mechanisms can be developed. As a result, this research asked, "what are parents experiences of supporting their disabled child through their parasport journeys?" Using in-depth reflexive thematic analysis underpinned by phenomenology, interviews with eleven parents of elite youth para-athletes who were based in the United Kingdom were carried out. Our analysis indicated parents of young para-athletes share values relating to equality and inclusion, and that social exclusion in mainstream education environments directed these young people toward sport. Parents discussed the complex and multifarious roles they undertook to support their child's sport engagement, indicating several challenges including limited local disability-specific sport opportunity and funding difficulties. They also highlighted key benefits for the child (e.g., "fitting in," social belonging and independence) as well as for them (e.g., parental support, worrying less). Findings are discussed in relation to existing literature, and key recommendations in relation to policy and practice are made.

Muratova (2022) Inclusive education for disabled people is becoming increasingly important globally. Improving the factors that support the inclusion of people with disabilities in education is one of the main objectives. In addition to teachers, another major factor is how the attitudes of students without disabilities affect those with disabilities, which should be considered in maintaining an inclusive classroom climate. The aim of the study was to analyse the attitudes of non-disabled students towards the inclusion disabled students in Physical Education (PE) and to investigate differences according to gender and school location. A total of 805 girls and boys participating in PE in public secondary schools (12–18 years old) in Extremadura were analysed through the AISDPE (Attitudes towards the Inclusion of Students with Disabilities in PE) questionnaire. The results show students without disabilities have positive attitudes towards the inclusion of students with disabilities. The majority were female. No significant differences were found regarding the location of the school. There are positive attitudes towards the inclusion of students with disabilities in the PE classroom, but these could be improved, especially in aspects more related to cognitive factors. For this, it is necessary for teachers to provide their students with the necessary tools and knowledge to better understand

the possibilities and difficulties presented to students with disabilities, thus promoting a more inclusive classroom.

Kate *et al.*, (2022) the study was done physically disabled children and young people (PDC&YP) face many challenges when participating in out-of-school activities. PDC&YP should have the same choices and opportunities as other C&YP: to forge friendships locally and to access out-of-school activities. However, PDC&YP have fewer opportunities than their non-disabled peers due to challenges such as access, support, and suitable provision. This multi-method qualitative study examined the factors affecting participation of PDC&YP in out-of-school activities. The perspectives of PDC&YP and parents were sought using a range of data collection tools. These included interviews, focus groups, and creative focus groups with 13 PDC&YP and 19 parents. Play-based creative focus groups were specifically designed for PDC&YP aged 7 to 17 years. The study demonstrated that PDC&YP enjoy specialist disabled activities to meet others 'like them' but want more local opportunities to do this. Some PDC&YP and parents felt they were not disabled enough for 'disabled' activities but not able enough for mainstream. PDC&YP requiring personal care were a 'hidden' group who are at risk of missing out on experiences that they are entitled to. The study concludes by presenting the need to improve provision through disability awareness training and a co-ordinated partnership approach to be employed by the local authority to raise the profile of disability and 'bridge the gap' between service users and service providers. The social needs of children require the same focus and attention to aid their wellbeing and to enhance out-of-school lives.

Rodriquez *et al.*, (2022) This qualitative study examines the perspectives of parents of youth with intellectual and developmental disability (IDD) who participated in Special Olympics Unified Sports, a program in which high school students with and without IDD competes on the same team. Based on semi-structured interviews with parents (n = 23) as part of a larger evaluation of Special Olympics Unified Champion Schools in three states in the United States, thematic analysis shows that parents perceived improvements in their child's social and emotional skills, including demeanor and attitude, an enhanced sense of belonging at school, the emergence of new friendships and social opportunities, and rewarding interactions that flowed from the opportunity to engage in normative activities. Implications for schools and families are discussed in terms of the importance of providing and facilitating meaningful opportunities for inclusive extracurricular activities such as sports for youth with IDD.

Onalu and Nwafor (2021) the study was conducted disability entails more than the mere physical deformity such as stroke; however, a disability could manifest in different forms; mental, emotional, sensory and intellectual disability among others. People with disability are faced with a lot of challenges and they experience depression, isolation and social exclusion which were explained in studies from the natural and behavioural sciences. Also, Social workers and Psychologists alike have often discussed the importance of social inclusion and social support for people living with a disability. Social support helps to reduce psychological stress, enhance the quality of life and achieve social inclusion. Lack of social support increases the risk of depression, social exclusion, maladaptive behaviours and mortality. In this paper, we will give a thorough explanation of social support and its forms. We emphasized the influence of neurobiology, personality features, social system and perception on who gets social support and to what extent. The paper also discussed Nigeria's perceptions of disability and the social support networks in Nigeria, using vast literature. From literature, social supports are of different kinds however, this paper emphasized the need for functional social support which entails changing negative perceptions about disability. In other words, social support should not be just assisting the individual to access their immediate needs but should entail involving them in decision making–social inclusion.

Tripathi, D., & Chopra, R. (2020) The purpose of present research was to study facilities available in government and private school for differently abled children. The descriptive survey design was used in this study. A total sample of 20 schools were selected by using random sampling technique. To study the availability of facilities at the school a check – list was developed. The findings of present study revealed that majority of the facilities are not available in the schools for differently abled children.

Aswathy (2019) the study was conducted Technology plays a vital role in human life. It is estimated that approximately one in every ten children in the world has a disability in low-income countries like India. Besides poverty and prejudice, lack of access to assistive technology, as well as inaccessible transport and school environments are major barriers, which restrict children with disabilities to access education and to participate in the community. Assistive technology has become first step for the children with disability which helps to educate them to become a good member in the society. Disabled sports, also adaptive sports or Para sports are played by the people with different abilities. They are of four categories: physical, deaf and intellectual. The objective of the study is to analyse the benefits of facilities

provided for the differently abled population from the Indian perspective. Children with disabilities are among the most stigmatized and excluded groups of children around the world.

7. RESEARCH GAP:

Extensive review of literature disclosed numerous gaps. First, there was a study gap regarding the concomitant effects of several elements, such as family support, teacher support, societal support, parent support, problems, and obstacles on the involvement of children with disabilities. Prior research frequently concentrated on each of these elements separately, ignoring the combined effect of these crucial components on the kids' participation in sports and physical education.

Second, the research did not sufficiently explore the interaction between many demographic factors that affected the difficulties experienced by children with disabilities in participating in sports and physical education. Notably, there was a lack of comprehension of the complex interactions among age, gender, kind of disability, and socioeconomic level that these children faced, particularly in the setting of the particular coastal Karnataka.

Finally, there was a lack of studies in the holistic evaluation of age, level of participation, and various types of support (family, parents, teachers, society) as linked variables affecting differently abled children in coastal areas. The existing body of studies lacked a thorough knowledge of the nuanced interactions between these elements, leaving potential for more investigation.

These research gaps served as the foundation for the study's design and implementation, with the goal of contributing to a more thorough knowledge of the variables influencing differently abled children's engagement in sports and physical education in coastal areas.

8. STATEMENT OF THE PROBLEM

Differently abled children in Karnataka's coastal districts have considerable problems and opportunities in sports engagement and physical education. Because these issues are varied and complicated, comprehensive solutions are required. The existing amount of research has focused mostly on individual characteristics such as family support, teacher support, societal support, and concerns and challenges associated with isolation. This fragmented approach has resulted in an insufficient knowledge of the combined effect of these critical determinants on

differently abled children's engagement. Thus, the major issue is the lack of a comprehensive assessment of the cumulative influence of these elements, which demands more research. Furthermore, there is an urgent need to investigate how particular demographic characteristics such as age, gender, disability type, and socioeconomic situation interact to form the problems that differently abled children experience in their sports and physical education endeavours. The present literature does not adequately address the complex linkages between these variables and the various issues that young children confront, particularly in the distinctive coastal context. This information gap is a major issue because it hinders our capacity to establish focused treatments and support systems to meet the specific needs of these children. Furthermore, the lack of a comprehensive view on the interaction of age, engagement levels, and various types of support (family, parents, teachers, society) in moulding the experiences of differently abled children in coastal regions is a serious obstacle. This issue impedes the creation of effective initiatives and policies aimed at increasing these children's engagement in sports and physical education. As a result, the study intends to address these critical concerns by studying the combined effect of support systems, demographic characteristics, and levels of engagement on the challenges and issues confronting differently abled children in Karnataka's coastal districts. The study's findings are intended to give useful insights for policy design and intervention initiatives aimed at improving the experiences and opportunities for children.

9. PURPOSE OF THE STUDY

To find out major Challenges and issues hindering the participation of differently abled school children in physical education and sports activities in Coastal Area of Karnataka.

10. OBJECTIVES OF THE STUDY

1. Enjoyment or satisfaction in participation
2. Parents to support and awareness
3. Professional Guidance
4. Societal support
5. Family support
6. Physical education related activities.

11. SIGNIFICANCE OF THE STUDY

The researcher believes that, the study will give suggestions and tips for professionals in the proceeds of physical education instructional process. To the findings of this research have the following significances:

1. It may help teachers, facility designers, curriculum experts and concerned bodies to design a strategy that promotes participation of differently abled children in physical education.
2. It will provide instructional insights for physical education teachers to enhance teaching methodology & improve stakeholders' perception towards differently abled students.
3. It may help as a spring board for discussions and serve as preliminary information to carry out other in-depth studies in the area.
4. It may also contribute its part to change the attitudes of differently abled students towards physical education.

12. HYPOTHESES OF THE STUDY

Based on the literature review from different activities this tells as differently abled children have faced different problems to participate in physical education and sports. Inform that the above hypothesis the research raised the following base questions that will be answered in the feature research.

Based on the literature reviewed from different activities these tell us that differently abled children's have been faced different problems to participate in physical education.

Inform the above hypothesis the research raised the following basic questions that will be answered in future research, those basic questions are: -

1. **H1:** There is significant difference in the perception of differently abled children with respect to their family support, teacher support, society support, parent support, issues and challenges and participation in sports and physical education.
2. **H2:** Demographic variables of the differently abled children significantly impact the factors related to challenges and issues in sports participation and physical education.
3. **H3:** There is significant relationship between age, level of participation and perception related to Family support, Parents Support, Teachers Support, Society Support, Sports participation and Physical Education and Challenges and Issues of differently abled school children in coastal area of Karnataka.
4. **H4:** Demographic, personal and other factors of disabled children significantly impacts their participation in sports and physical education.
5. **H5:** Parents support significantly impacts challenges and issues faced by the disabled children and their participation in sports and physical education.
6. **H6:** Teachers support significantly impacts challenges and issues faced by the disabled children and their participation in sports and physical education.

7. **H7:** Society support significantly impacts challenges and issues faced by the and their participation in sports and physical education.
8. **H8:** Family support significantly impacts challenges and issues faced by the and their participation in sports and physical education.
9. **H9:** Issues and Challenges significantly impacts their participation in sports and physical education.

13 DELIMITATIONS OF THE STUDY

1. This study is confined in its scope to selected schools of Coastal Area in Karnataka. In addition to this, it is delimited only to investigate the problems and challenges related to differently abled children participation in physical education.
2. The study is delimited to some physical deformities
3. The study is delimited to age group of 12 to 16 years boys and girls differently abled children of Coastal Karnataka.
4. Socio-Economic and psychological background of the subjects is one of the delimitations for the study.
5. The participants would be Physical deformities such as Visual impairments, Hearing impairments, and physically differently abled.
6. Student's intelligence and mental stress the dependent variables of the research will be a limitation.
7. It limited by the environmental conditions in participating physical activity.
8. The study will be imitated by the individual's motivation to fill the questionnaire fairly and honestly

14. METHODOLOGY

14.1 Selection of Subjects

1. A hundred and eighty (n=180) differently abled students was selected as participants for the study.
2. The participants were selected from the coastal area of Karnataka.
3. The participants were boys and girls from differently abled schools in the coastal area of Karnataka.
4. The participants were of the age group 12 to 16 years.
5. The participants were physical deformities such as visual impairments, hearing impairments, and physically differently abled.

14.2 Research Methods

Research methods direct the researcher to be interested and active in a specific field of research. Research methods involve discovering new information for an impressive understanding of a subject using techniques, products, and approaches to collect data. It can be said that the procedure is a particular strategy or manner of different tasks. It is a couple of steps to accomplish a mission. A strategy of principles with which a program works completes a goal. A method is a set of actions or operations that must be carried out in the same way in order always to achieve the same outcome under the same circumstances. It can be said that the protocol is a series of specified actions to be followed or to be carried out to achieve a specific outcome.

14.3 Research Design

Research design gives an overview of the research process of the study, thus giving a sense of direction in the collection and analysis of data, keeping in mind the objectives of the thesis. The current study used descriptive design and a systematic sample using stratified random samples from each stratum of the three main districts in the coastal area of Karnataka, providing with the researcher the ability to provide data to demonstrate the aims of the research.

14.4 Descriptive Design

Descriptive research, also referred to as statistical research, is a kind of current state of the phenomena under consideration by analyzing frequencies and calculations. These methods are accurate. However, it does not make any predictions or determine the cause and effect. The primary purpose of the descriptive research study is to list or depict the characteristics of challenges and issues or problems of the subject to define by words or quantitative values the status of a group's involvement in physical education and sports participation.

This kind of method provides the researcher with a clear knowledge of the subjects such as the challenges of differently abled school children in relation to physical education and sports participation, so using the questionnaire measures the challenges and issues, systematic research includes polls and panels as well as the application of cluster sampling. Descriptive research design gives the descriptive chrematistics of the sample population, It is an exploration of certain existing phenomena.

In the current study, the investigation wanted to examine the correlation of parent support, family support, society support, and teacher support in sports participation and physical

education of differently abled children. Therefore, the investigator found description data such as characteristics, categories, frequencies, and correlations. A descriptive study is used to obtain information on the states of study to describe the status of population regression analysis that examines the relationship between physical education and sports participation and developmental research aims to determine the challenges of differently abled children.

14.5 Variables of the Study

Parent Support

Supporting parents of differently-abled school children is crucial for their overall well-being and the success of their children's education. It's important for parents to know that they are not alone and that there are resources and support available to help them navigate the challenges of raising a differently-abled child. Local organizations, schools, and healthcare providers often offer a range of services to support parents in their journey.

Teachers Support

Supporting differently-abled school children in sports and physical education is crucial for their physical, emotional, and social development. Ensure that the physical education curriculum is designed to be inclusive, allowing all students, regardless of ability, to participate and benefit from the activities. Supporting differently-abled school children in sports and physical education can present specific challenges and issues for teachers. By implementing these strategies, teachers can create an inclusive and supportive environment that allows differently-abled students to fully participate and benefit from sports and physical education. This not only promotes their physical well-being but also fosters a sense of belonging and achievement.

Family Support

Family support is crucial for the well-being and participation of differently-abled school children in sports and physical education. Investigate local programs or organizations that offer adaptive sports opportunities tailored to differently-abled individuals. These programs may provide a supportive environment for the child to participate and excel. Remember that every child is unique, and their preferences and abilities may change over time. By providing a supportive and nurturing environment, families can play a significant role in helping differently-abled children enjoy the benefits of sports and physical education.

Society Support

Society can play a significant role in supporting differently-abled school children in their participation in sports and physical education. Provide training for coaches, physical education instructors, and volunteers on how to effectively work with differently-abled individuals. This includes knowledge about different disabilities and adaptive strategies. By fostering an inclusive and supportive environment, society can help differently-abled school children experience the numerous benefits of sports and physical education, including improved physical health, enhanced self-esteem, and increased social integration. This not only enriches the lives of the individuals involved but also strengthens the fabric of the community as a whole.

Sports Participation and Physical Education

Participation of differently-abled school children in sports and physical education is incredibly important for their overall development. It not only promotes physical health but also enhances social skills, self-esteem, and confidence. Here are some key considerations and strategies for supporting differently-abled students in sports and physical education. Remember, the goal is to create an environment where differently-abled students feel valued, included, and empowered to participate in sports and physical education to the best of their abilities. This not only benefits their physical health but also contributes to their overall well-being and sense of belonging within the school community.

Challenges and Issues

Differently-abled school children face several challenges and issues when it comes to participating in sports and physical education. These challenges can range from physical limitations to social and systemic barriers. Many schools may not have facilities and equipment that are fully accessible for differently-abled students. This can include inaccessible playgrounds, lack of ramps, or inadequate adaptive sports equipment. Teachers and school staff may not have sufficient training or awareness of inclusive practices in physical education. This can result in a lack of understanding of how to adapt activities for differently-abled students. Addressing these challenges requires a collaborative effort from schools, teachers, parents, and the community. Implementing inclusive practices, providing training for teachers, and ensuring access to appropriate facilities and equipment are essential steps in supporting the participation of differently-abled students in sports and physical education.

These Challenges and issues were selected from differently abled children faced in the coastal area of Karnataka In the present study, the investigator used mixed open-ended questionnaires

that comprised questions on parent support, teacher support, family supports societal support, Challenges and Issues sports participation, and physical education the question were done and taken for the validation process.

14.6 Tools used in the study

To gather data, it is essential to plan or focus on appropriate tools to achieve the objective of the research study. Tools can differ in terms of design complexity, organization, and interpretation but each tool is ideal for the collection of specified types of information.

The objective of the study suggests the need for appropriate tools to measure the challenges and issues of differently abled children regarding physical education and sports participation in the coastal area of Karnataka.

Table 1 Tools used in the study

Variable	Sources
Family Support	Tsai, S. M., & Wang, H. H. (2009); Kyzar, K. B., Turnbull, A. P., Summers, J. A., & Gómez, V. A. (2012)
Parents Support	Kerr, S. M., & McIntosh, J. B. (2000); Bray, L., Carter, B., Sanders, C., Blake, L., & Keegan, K. (2017)
Teachers Support	Borodina, V. A., Reznikova, E. V., & Tsilitsky, V. S. (2017); Center, Y., & Ward, J. (1987)
Society Support	Mitchell, W. (2007); Murphy, N. A., Carbone, P. S., & Council on Children with Disabilities. (2008); Allender, S., Cowburn, G., & Foster, C. (2006); Carbone, P. S., Smith, P. J., Lewis, C., & LeBlanc, C. (2021); Schilling, R. F., Gilchrist, L. D., & Schinke, S. P. (1984)
Issues and Challenges	Groce, N. E. (2004); Coster, W., & Khetani, M. A. (2008); Kumar, S. G., Roy, G., & Kar, S. S. (2012); (Prasanna, 2021)
Participation in sports and Physical education	Cuzzocrea, F., Murdaca, A. M., Costa, S., Filippello, P., & Larcan, R. (2016); Heiman, T., & Berger, O. (2008); Özyazicioglu, N., & Buran, G. (2014)

14.6.1 Description of each tool and the process of verification

The investigator prepared the questionnaire himself. The draft was consulted with the guide, and after the validation purpose met experts and prepared the final draft, with the help of the final draft done pilot study and reliability test.

14.7 Panel of Validator

Figure 1 Panel of validators

Panel of Validators
Experts in the field of research
Experts in Physical Education
Experts in the field of Pschology and Socialogy
Experts in the Diffrently abled School Heads

-Developed by the researcher

The panel of validators had to validate the tools based on the following criteria listed below.

- The layouts and presentation.
- Suitability of the content chosen.
- Appropriateness of the question.
- The level of the questions.
- The subjects of the tools.
- The way questions are presented.
- The fairness of the questions.
- The distraction in case of multiple-choice questions.

14.8 Validity And Reliability Of Tools

Content validation is the method of determining the repetitiveness of a subject relevant to the realm of expertise, tasks, and information for whatever is being evaluated (Sire 2021), thus the tools used in the research were developed and presented to a panel of experts to determine the representativeness of the items. The panel consisted of members from different universities such as Mangalore University, Mysore University, and Bangalore University as experts in the fields of psychology, sociology, and physical education. A letter requesting validation was sent to different experts in the field to validate the tools, when accepted, the validators went through each element as described in the objectives of validation.

Phase I: Selection of the area

The questionnaire prepared for differently abled children's Challenges and issues was established after evaluating literature with an ecological model the tools were formulated from perspectives namely parent support, teachers support, family support societal support, and sports participation and physical education. Challenges and issues of differently abled children's questionnaire (CIDACQ) include (Prasanna, 2021).

Phase II: Writing of the items

Initially, the investigator prepared 90 statements that were submitted to the guide for review. Prepared the initial draft.

Phase III: Preparation of the initial draft

The first draft of the scale was completed by implementing suggestions from the guide which reduced the number of items to 60. The classification was done using the Likert scale 1. Strongly disagree 2. Disagree 3. Neutral, 4 Agree, 5. Strongly Agree was calculation done by the suggestions of the guide.

Phase IV: Validation through pilot study of the tools

Validation was done by the experts in the field as for the challenges and issues tool. The validators made suggestion for improvement on the sentence structure and Changed of four irrelevant questions. The suggestions were further discussed with the guide, and 60 questions were agreed on for the pilot study. The 60 questions on the questionnaire were piloted with 60 participants in that 20 each from Dakshina Kannada, Udupi and Uttara Kannada differently abled school children in coastal area of Karnataka. Statistical Package for the **Social Sciences (SSPS) version 23.0** was used to analyse the reliability of the results.

14.9 Validation through pilot study of the tools

Cronbach's alpha was used to calculate the reliability of the tool rating Scale for challenges and issues of differently abled school children in relation with sports participation and physical education. A reliability index of 0.830, indicates excellent internal consistency in all the 60 questions responses and the questions were validated by the team.

Cronbach's Alpha reliability coefficient is used to find out how far the data collected by using Likert's Five Point Scale are reliable. The reliability coefficient ranges from 0 to 1.

Original questionnaire was administrated to 60 respondents, representing the pilot study, to test the reliability of the items in the questionnaire under various independent variables. Overall questionnaire had a Cronbach's alpha value of 0.85 and above. Hence, we retained all the items under various categories in the questionnaire.

A reliability coefficient of 0.7 or greater is generally said to be reliable in literature. When the reliability coefficient is 0.7 or greater than it is concluded that the data collected by the researcher is reliable, and it can be used for further analysis. Cronbach's Alpha reliability coefficient is calculated for the respondent's response for all the questions in Likerts scale under various categories in the questionnaire after the main survey. Overall reliability was found to be 0.830.

14.10 Cronbach's alpha reliability coefficient value

Table 2 Cronbach's Alpha Reliability Coefficient Value.

Question assessed	Children (n=180)
Family Support	0.753
Parents Support	0.797
Teachers Support	0.805
Society Support	0.784
Sports Participation and Physical education	0.779
Issues and Challenges	0.829
Overall	0.792

From the table 3.1 it is seen that the alpha reliability coefficient is greater than 0.75 and hence the data collected by the researcher is used for different statistical analysis as per the objectives framed for the analysis

14.11 Scoring procedure:

The sum of rating on the Likert scale gives the challenges and issues of differently abled school children in relation with sports participation and physical education. The total score varies from 60 to 300, showing the challenges and issues of differently abled positive relationship towards sports participation and physical education.

14.12 Population of the study

The population is the broader group of people to whom the finding would refer. A sample community is usually a broad group of personalities that becomes that becomes that focus of scientific research. However, because of the large population members, researcher cannot study each individual in the population because it is too expensive and laborious.

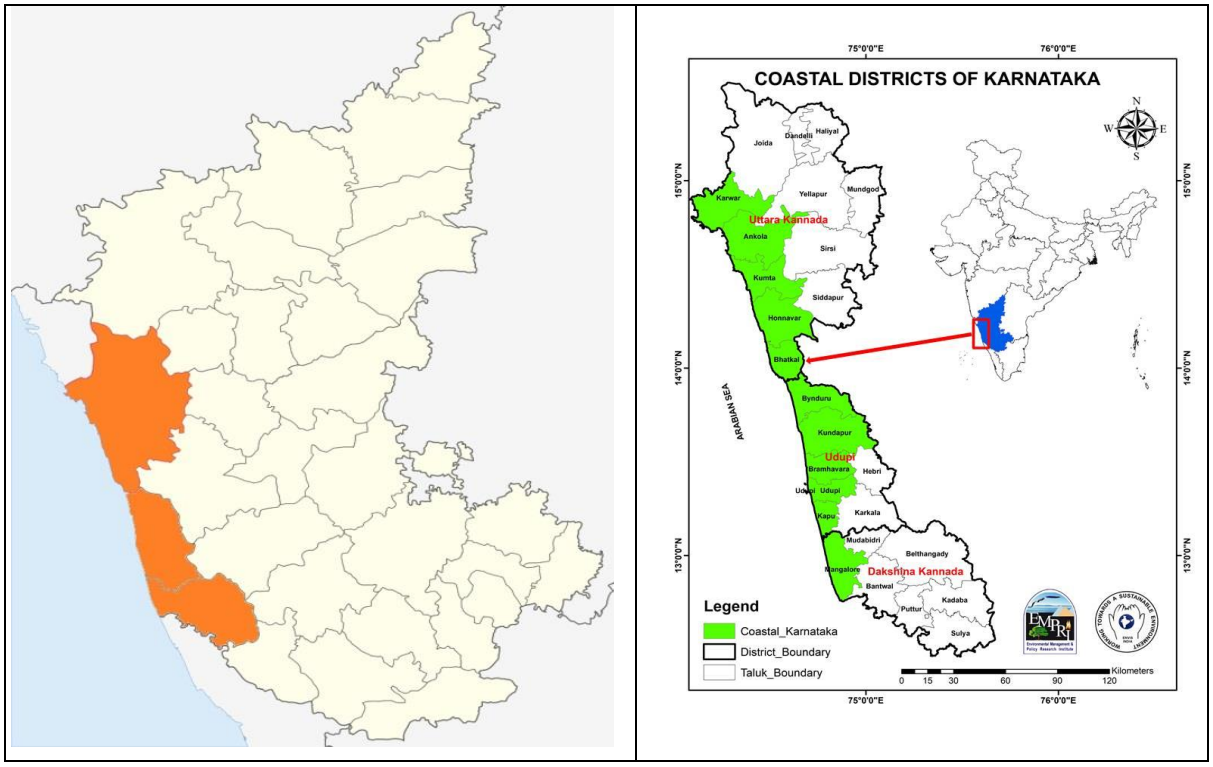
14.13 Differently abled school in coastal area of Karnataka

The coastal area of Karnataka stretches along the Arabian Sea for approximately 320 kilometres. It is known for its beautiful beaches, lush greenery, and vibrant culture and here there is Total of 65 special schools. Some of the prominent coastal districts in Karnataka include Uttara Kannada, Udupi, and Dakshina Kannada.

14.14 Map in Coastal Area of Karnataka

The "Coastal Karnataka" is Garland Encyclopaedia of World Music: South Asia: The Indian Subcontinent. Garland Encyclopaedia of World Music. Routledge. "Coastal Karnataka, formerly called the Canara Coas, is the part of India's south-western coastline north of Kerala and south of Goa. (Arnold et al., 2017). The ENVIS Centre means Karnataka State of Environment and Related Issues. Hosted by Environmental Management and Policy Research Institute (EMPRI) Sponsored by Ministry of Environment, Forests & Climate Change, Govt of India (ENVIS 2022).

Figure 2: Coastal Karnataka



Source: https://karenvis.nic.in/Database/Coastal_Karnataka_7956.aspx

14.15 Sampling method used in the study

Researchers do not make observations on whole population due to their size only. It is also on a limited number of individuals, incidents and belonging to the population from which they are routinely collected. A sample is something that is tested to determine the quality of the object from which it was collected. Instead of items or objects, it could be a group of people who are selected from a larger group and surveyed, checked, or asked to gain any information.

Researchers check the sample only to learn the population they serve to make crucial decisions, just as most of us do in our lives. A housewife does a sample test before buying fruit or candy, as does a medical practitioner before using a new medicine on patients with a particular disease. In the researcher process, a sample, a small group of subjects randomly extracted from a large, characteristically predefined population, occupies a central place in the data collection.

Stratified random selection also known as proportional sampling is the probability sampling technique used when population under investigation are unusually large but systematically arranged into hierarchies by some characteristically. The subjects classified as division of an area, deformities, gender, and these are represented in the sample population. The sampling frame is characteristically divided into various sub-samples or strata. When a population is stratified, the units within each stratum are homogenous than are the units within the entire

population. The researcher divided the sample population into subgroups using exclusive criteria, and then selected random samples. The sampling fraction each subgroup is in fair proportion to the subgroup population.

14.16 Sample of the study

The coastal area of Karnataka has a 65 Differently abled schools, both government and nongovernment school. From the population of 2500 physical education and sports differently abled children, 520 available for physical education and sports participation children, in those 180 differently abled children were selected. Stratified sampling was used to pick differently abled children randomly using the draw method as per the percentage allocated to each stratum from 180 differently abled children, as per the population of each schools, the coastal area of Karnataka from 3 major district that are Dakshina Kannada, Udupi, and Uttara Kannada. The researcher was made able to balance boys and girls, in those 30 boys and 30 girls were taken from each Dakshina Kannada, Udupi, and Uttara Kannada district.

14.17 Administration of questionnaire and collection of data

Phase 1

Before the pre- Measurement process, the investigator had taken, research permission grant application, a done a letter requesting permission from head / Principal of the differently abled schools in coastal area of Karnataka for data collection from the differently abled children. Following the approval from the Head of the Institution through the physical education teacher or coordinator was contacted for awareness-raising before the start of field work. The head of institution were given the approval and were given the schedule for the data collection. Furthermore, the physical education teachers of the selected schools were informed by phone calls followed by a latter of request and attached the approval latter through the email. All the school head and principals willingly accepted the request by the invigilator for their students to be part of the study.

Phase 1I (execution of tools)

Before the questionnaire was administered, the investigator assembled all participants and explained the significance of the study. The participants responded to the questionnaires only after they had carefully understood the statement with help of researcher and supporting teacher of the school. Participants have been assumed of absolute anonymity in their responses, and their answers can only be used for research purposes. The differently abled school children

challenges and issues, parent support, family support, society support, sports participation and physical education tool were distributed. The researcher was monitoring the students while filled the questionnaire. Therefore, some school were visited more than once, depending on the availability of the children. Research was given 1 hour to answer 60multiple choice questions.

Phase III

After data collection for the each day, data entries were made on spreadsheets given before the next school visit was done. Once the data entries have been made, schools which were missed were rescheduled after all the schools have been completed in the strata. The new schedule was done.

14.18 Statistical Technique Used

Statistics include the process of collecting, processing, classification, reviewing, displaying, and explaining the data collected with the highlighted subject matter (Bhandarkar 2014). In this analysis, the conclusions were evaluated by analysing the data using correct, concise, and inferential statistics.

The mean and standard deviation for the various variables in this sample were used for descriptive statistics. The mean is helpful when comparing two or more people and is widely used in research, the standard deviation is the most precise measurement of the deviation. The correlation among the variables will conduct Factor Analysis, Correlation Analysis, Multivariate Regression Analysis, Analysis of Variance and Independent sample t test, ANOVA, Friedman's Test, and Structural Equation Modelling was used.

15. MAJOR FINDING OF THE STUDY

15.1 Key Findings on respondent's profile:

- 50% of the respondents were boys and 50% were girls in the coastal area of Karnataka.
- 21.7% of the respondents are 12 years old, 18.89% of the differently abled students are 13 years old, 17.22% are 14 years old, 23.33% are 15 years old, and 18.89% of them are 16 years old.
- Most of the students (36.67%) had physical disability or locomotor disability. Moreover, 30.0.7% of them had hearing impairment and 33.3% of them had Visual impairment.
- There is an equal distribution (33.3%) of respondents in each district in coastal area of

Karnataka. Researcher collected necessary data from the 60 participants from each district, namely Dakshina Kannada, Uttar Kannada and Udupi.

- Out of 180 students, 25% of children participated in Taluk level, 48% participated in districts, 21% students participated in state levels and only few (6%) children were participated in national level competitions.

15.2 Key findings on hypothesis testing:

Table 3 Key findings on H1

Serial No.	Hypotheses	Demographical variable	Test	Result
1.	H1: There is significant difference in the perception of differently abled children with respect to their family support, teacher support, society support, parent support, issues and challenges and participation in sports and physical education.	Family support	0.000	H1 is accepted
		Parents support	0.000	
		Teachers support	0.000	
		Society support	0.000	
		Participation in sports and physical education	0.000	
		Challenges and Issues faced	0.000	

Table 4 Key findings on H2 and H4

Serial No.	Intendent variable	Dependent variable	Test	Result
H2: Demographic variables of the differently abled children significantly impact the factors related to challenges and issues in sports participation and physical education.				
1.	**Districts**	Family support	.285	H2 is accepted.
		Parents support	.771	
		Teachers support	.131	

		Society support	.026*	
		Participation in sports and physical education	.141	
		Challenges and Issues faced	.086	
2.	**Age levels**	Family support	.372	
		Parents support	.661	
		Teachers support	.423	
		Society support	.202	
		Participation in sports and physical education	.523	
		Challenges and Issues faced	.003**	
3.	**Levels of participation**	Family support	.757	
		Parents support	.398	
		Teachers support	.299	
		Society support	.580	
		Participation in sports and physical education	.911	
		Challenges and Issues faced	.001**	
4.	**Types of disabilities**	Family support	.503	
		Parents support	.606	
		Teachers support	.060	
		Society support	.145	

		Participation in sports and physical education	.398	
		Challenges and Issues faced	.020*	
5.	**Gender**	Family support	0.79	
		Parents support	0.08	
		Teachers support	0.57	
		Society support	0.28	
		Participation in sports and physical education	0.12	
		Challenges and Issues faced	.003**	
6.	Sex	Participation in sports and physical education	.001**	H4 is accepted.
	Age		.001**	
	disability type		.074	
	District		.376	
	Level of participation		.899	
	Family Support		.001**	
	Parents Support		.000**	
	Teachers Support		.426	
	Society Support		.097	
	Issues and Challenges		.003**	

H3: There is significant relationship between age, level of participation and perception related to Family support, Parents Support, Teachers Support, Society Support, Sports

participation and Physical Education and Challenges and Issues of differently abled school children in coastal area of Karnataka.

Table 5 Key findings on H3

Variables		Age	Level of participation	Family Support	Parents Support	Teachers Support	Society Support	Sports and Physical Education	Issues and Challenges
Age	R	1	**.239****	-.103	-.007	.135	.127	-.031	**.282****
	P(Sig.)		**.001**	.167	.927	.070	.089	.682	**.000**
Level of participation	R		1	-.044	-.080	.021	.088	-.005	.025
	P(Sig.)			.554	.288	.785	.238	.951	.735
Family Support	R			1	**.149***	**-.160***	-.102	**.367****	**.313****
	P(Sig.)				**.046**	**.032**	.175	**.000**	**.000**
Parents Support	R				1	.005	.101	**.286****	**.218****
	P(Sig.)					.943	.177	**.000**	**.003**
Teachers Support	R					1	-.140	.005	-.091
	P(Sig.)						.061	.944	.225
Society Support	R						1	-.115	**.148***
	P(Sig.)							.124	**.047**
Sports and Physical Education	R							1	**.282****
	P(Sig.)								**.000**
Issues and Challenges	R								1
	P(Sig.)								

***. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).*

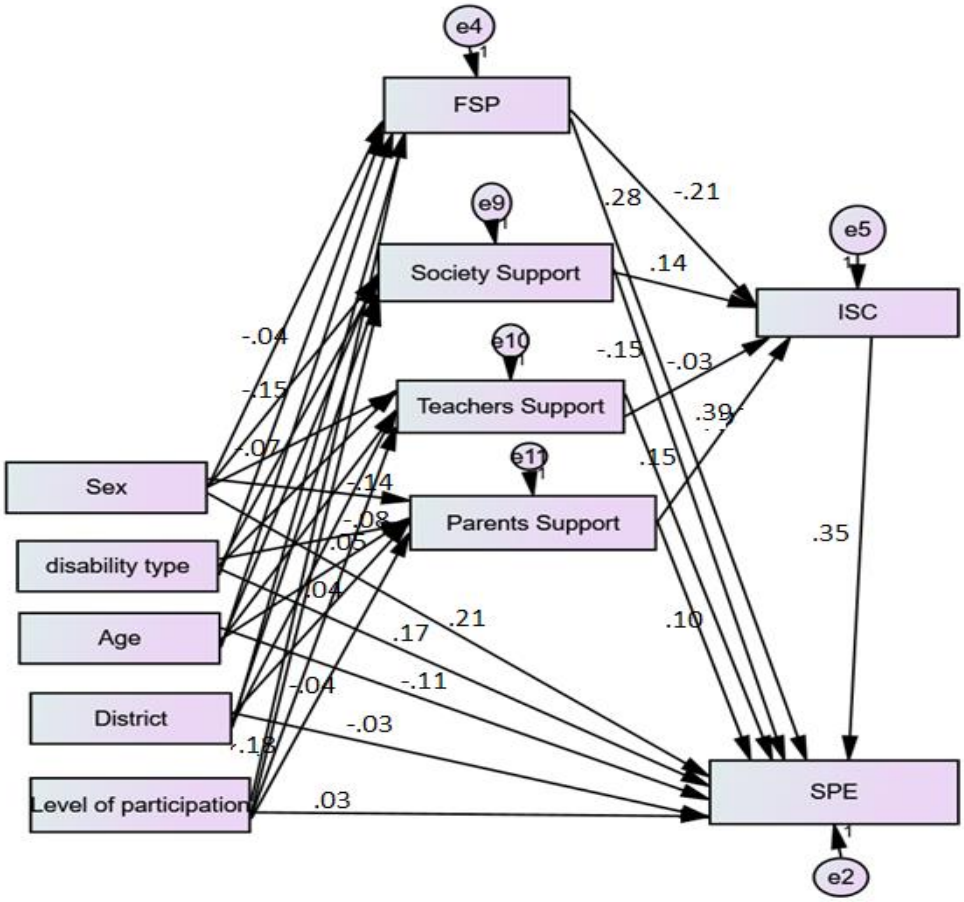
Table 6 Key findings on Total Effect = Direct Effect + Indirect Effect

Relationship	Direct Effect	Indirect Effect	Total Effect	Inference
H5: Parents support significantly impacts challenges and issues faced by the disabled children and their participation in sports and physical education.				
Parents Support → Issues and challenges	.395**	.000	.395**	H5 is accepted
Parents Support → Sports and physical education	.092	.058**	.150**	
H6: Teachers support significantly impacts challenges and issues faced by the disabled children and their participation in sports and physical education.				
Teachers Support → Issues and challenges	-.024	.000	-.024	H6 is rejected.
Teachers Support → Sports and physical education	.152**	-.004	.149**	
H7: Society support significantly impacts challenges and issues faced by the and their participation in sports and physical education.				
Society Support → Issues and challenges	.138**	.000	.138**	H7 is accepted
Society Support → Sports and physical education	-.146**	.020	-.125	
H8: Family support significantly impacts challenges and issues faced by the and their participation in sports and physical education.				
Family Support → Issues and challenges	-.201**	.000	-.201**	H8 is accepted

Family Support → Sports and physical education	.280**	.000	.280**	
H9: Issues and Challenges significantly impacts their participation in sports and physical education.				H9 is Accepted.
Issues and challenges → Sports and physical education	.348**	.000	.348**	

**** - Significant at 1% level of significance**

Figure 3 Final Path Model



-Primary Source

16. RECOMMENDATION

1. Government of Karnataka will to bring about changes in culture and environment of how sports and physical education is supported in Coastal area of Karnataka special schools; the physical education platform shall be set from special schools where the specialist teachers shall be teaching physical education and sports.
2. It is recommended that at ministry of education level policies to be developed that creates the mindset and set out clear process and procedure in the physical education program in coastal area of Karnataka. Sports and physical education shall give the more amount of time to do the practice and play.
3. Many special schools administrators have started to reduce physical exercise in schools. To boost academic attainment, recess has been reduced to a few minutes every day. Physical education and sports is very important role in developing physical, mental and

physiological health wellbeing of individual so allow students to participate activities in long duration in every day.

4. Policies that will make it mandatory and put the required emphasis in the participating and achieving of physical education and sports participation in coastal area of Karnataka special schools. It is recommended that the policies be developed in close consultation with relevant stakeholders for ownership and successful implementation and sustainability.
5. Policies need to be contextualized to the needs and environmental space existing in the coastal special schools. Policies clearly define the rationale, allocated time, guide teachers participation of physical education are to be implemented in special school.
6. It is strongly recommended that a consultative process is undertaken to review and develop special school sports participation. Different deformities are problem for differently abled children to participating or involving physical activities. So giving proper way educating the mindset of the special school children by using new technology.
7. Parents play a vital role in nurturing and supporting differently abled children that can fulfill the challenges and issues, needs and aspirations of formulated policies and stakeholder vision. The Ministry of education children empowerments shall have regular consultation with the school produce Physical
8. Society is one of a key role for supporting differently abled children that challenges and issues. Here society should provide good numbers of facility and concern about the differently abled children's and also organizes different level of sports competition for all deformities children.
9. The school administration with district education office can create school clusters and a teacher, parents, family and society network to enable instructors to exchange ideas of participating in competition in different sports events.
10. Organize Physical education and sports conference, seminars as a for sharing research findings of teachers, parents, family, society on differently abled children development

17. CONCLUSIONS

The three regions show varying degrees of correlations between "Sports participation and physical education" and family, parents, teacher, and society support of Coastal area of Karnataka, generally exhibits weaker associations, as per age group there is impact on

performance. These findings highlight the importance of considering regional differences and dynamics when studying the relationships between variables such as Sports participation and physical education and their influences in different geographical areas. Further research could explore the underlying factors contributing to these correlations and their implications for supporting individuals' aspirations and development in each region. This leads to the conclusion that participation in sports and physical education by the children is strongly dependent on the age, sex, disability type, society support, teachers support, family support and issues and challenges faced by the children. Participation in sports and physical education by the children is strongly dependent on the parents support but indirectly through issues and challenges Even though there are issues and challenges children are positive towards participation in sports and physical education. Even though there is no direct impact of parents support on participation in sports and physical education issues and challenges have played indirect significant impact on the participation in sports and physical education.

As there is significant direct impact of family support on issues and challenges, as the family support for the children increase issues and challenges faced by the children reduces. Hence issues and challenges play a significant mediating role between parent's support, sex, disability type, age of children and participation in sports and physical education.

17 RECOMMENDATIONS FOR FURTHER STUDIES

The present study has highlighted the challenges issues of differently abled school children in relation with sports participation and physical education in coastal area of Karnataka. Therefore, Recommendation for future research could be done on:

- Effectiveness on challenges issues of differently abled Primary school children physical education and sports in primary schools of Karnataka. This will help to see why students are not developed into the fine performance when they join Secondary schools.
- To conduct action research on different teaching approaches that you help improve teachers Attitude towards challenges issues of differently abled school children.
- challenges and issues of differently abled school children in physical education comparing the males and the females
- Challenges and issues of differently abled school children with relation of sport participation in Karnataka.

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